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NEW BOOKS.

Solid Geometry. Syllabus Method. By E. R. SMITH in Consultation with W. H. METZLER. New York: American Book Company. Pp. 403. 75 cents.

As indicated by its title this book was written with the belief that the proofs of geometry should be as far as possible worked out by the pupils either in class discussions or individually. It is however a real geometry for class room use and not a mere syllabus. The order of the propositions is excellent. The arrangement of the exercises (some under the theorems by which they are best solved and the remainder in general groups at the end of sections) is noteworthy. The preliminary section or the approach to the actual theorems is to be especially commended for the following (1) The classification of the theorems of the plane geometry with respect to their use in the solid geometry. This is good because the question of whether the figure must be proved to lie in one plane or not is considered. (2) The discussion of the methods of proof. The best discussion with which I am acquainted. (3) The discussion of the methods of drawing figures. The book is worthy of a trial by those teachers who have been looking for something which will give them the opportunity to get away from the mere memory work of the usual text.

Problems in Educational Readjustment. By DAVID SNEDDEN. Boston: Houghton, Mifflin and Company. Pp. 262. $1.50.

The general problem in this book is how to make education more effective. It implies a consideration of the meaning of culture, social efficiency, liberal education, vocational education, and their relation to general education. The author has singled out particular problems for analysis and discussion and gives a careful treatment of each. The chapter on The New Basis of Method is very suggestive.

Riverside Educational Monographs. Edited by HENRY SUZZALLO. Boston: Houghton, Mifflin and Company. 35 cents each.

Interest and Effort in Education. By JOHN DEWEY.

This is one of the most vital of school questions to-day, as one of the great defects of school life is that the interests and energies of children have not been enlisted in school work as they might be. That interest that fosters development is too little understood and teachers who will read this book will find a very clear statement of its nature, value, and application in school work.

Changing Conceptions of Education. By E. P. CUBBERLY.

In this volume the author traces the changes in the nature of our life, in the conceptions of the school, and gives some account of the new con-